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ABSTRACT

The use of Contract Activity Packages (CAPs, individualized plans stating objectives, multisensory resources, suggested activities, small group techniques, and evaluation methods) with handicapped children is discussed. Comparisons are made to the individualized educational program (IEP). An example is given of 10 steps in developing CAPs, including task analysis, translation of the task into behavioral objectives, test construction, development of small group activities, and packaging the CAPs. Advantages of CAPs are seen to include selection of materials according to strengths and weaknesses, decrease in IEP writing time, and provision of more preparation and teaching time for teachers. (CL)

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Implementing Individualized Educational Plans via Contract Activity Packages

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Implementing Individualized Educational Plans (IEPs)
via
Contract Activity Packages (CAPs)

Background and Definitions

During the early 1970's the concern for individual differences in how children learn has brought about major changes in meeting the needs of exceptional children. November, 1975 will be looked upon as the date on which the final phase of the rights movement will assure each handicapped child the right to a free and appropriate education.

With the passage of the Education for all Handicapped Children Act of 1975, Public Law 94-142, came the mandate that an Individualized Educational Plan (IEP) must be developed for each handicapped child. Public Law 94-142 (1975) defines an IEP as:

> A written statement for each handicapped child developed in a meeting by a representative of the local education agency or intermediate education unit who shall be qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of handicapped children; the teacher; the parent or guardian of such child; and whenever appropriate, such child; which statement shall include: (a) a statement of the present levels of educational performance of such child; (b) a statement of annual goals, including short term instructional objectives; (c) a statement of the specific educational services to be provided such child and the extent to which the child will be able to participate in regular educational programs; (d) the projected date for initiation and duration of services; and (e) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved.

There is nothing educationally revolutionary about IEPs. Many educational systems have engaged in similar practices of more or less formal

nature for many years (Torres, 1977). Massachusetts law has required something similar since 1974, and special education director, Robert Audette, says "The IEP process allows educators to become less concerned with comparing students across achievement levels and more concerned with comparing various instructional methods in relation to prestated objectives" (National School Public Relations Association, 1977).

A Contract Activity Package (CAP) is defined as:

> An individualized educational plan which facilitates learning because it includes (1) simply stated objectives; (2) multisensory resources that teach the information the objectives indicate; (3) activities through which the information that has been mastered is used in a creative way; (4) a series of alternative ways in which creative activities developed by the student may be shared; (5) at least three small group tehcniques; (6) and a pretest, self-test and posttest (Dunn and Dunn, 1978, pp. 87-89).

There are two kinds of CAPs. The curriculum CAP covers a topic you would like to teach all or most of the students in the class. The individual CAP is designed for one or a few students (Dunn and Dunn, 1978). Individual CAPs receive major attention in this article.

Advantages of CAPs

According to Dunn and Dunn (1978), CAPs permit individual pacing so that students may learn as quickly or as slowly as they are able to master the material; permit students to work on an academic level that is most functional to them; prevent students from being required to cope with facts or activities that are inappropriate to their ability and permit students to learn in ways most amenable to them.

Having the parents sign the CAP may provide adequate proof that the instructional activities being implemented coincide with the objectives delineated in the IEP. For example, if a parent questions whether or not a child is being

provided instructional activities to facilitate the achievement of the objectives, the CAP will be available as proof that appropriate instructional activities are being provided. In fact, having the parents sign the CAP should prevent such questions from arising.

Another advantage relates to having the child sign the CAP. This becomes even more significant if the pupil is allowed to select some of the activities he wishes to do. This helps to fulfill the PL 94-142 requirement that the pupil may, if appropriate, participate in the development of the IEP. The pupil in this case would be selecting specific activities he would like to engage in which are congruent to the objectives spelled out in the IEP.

It is also significant to note that there is a built-in advantage in using CAPs. CAPs contain a pretest, posttest and self-test. The pretest lets the teacher determine the tasks the child can and cannot do; therefore, the teacher focuses upon the tasks the child has not mastered. This is significant because teachers are often unsure of what students can do and what they know. Too often, we unknowingly cause students to repeat performances or learn material they have already learned. Unnecessary repetition wastes time and delays learning (Bigge and O'Donnel, 1976).

In IEP writing, the pretest may prevent the teacher from including unnecessary short term behavioral objectives which have already been mastered. The pupil will work only on the tasks which have not been mastered.

CAPs also permit teachers to select materials which are most compatible to the pupil's learning style. One of the most often overlooked aspects in the evaluation of the effectiveness of IEPs is the learning styles of the pupils. Before deciding that the short-term goals are inappropriate, evaluate the learning style of the pupil to determine if the activities and materials are congruent to the pupil's learning style. A future article shall focus on this aspect.

Approaches for Developing CAPs

The same approach used to develop IEPs may be used to develop CAPs. After criterion-referenced tests have been administered, scored, graphed, and interpreted, the skill deficit(s) will become the basis for the development of the CAP. The skill deficit(s) become(s) the topic(s) of the CAP(s). The skill deficit must then be task analyzed. This approach is referred to as the "student diagnosed deficits approach". The second approach uses the skills measured by the criterion-referenced test and breaks them down into subskills as measured by the test. The subskills are translated into behavioral objectives and matched with materials. This approach is referred to as the "test-skills-based approach." Figure 1 illustrates both approaches.

INSERT FIGURE 1 HERE

How to Develop CAPs

Dunn and Dunn (1978) delineated twelve steps which should be followed in developing Contract Activity Packages. Figure 2 delineates Dunn and Dunn's steps with their IEP task equivalents in terms of the procedures special educators should follow in developing CAPs.

INSERT FIGURE 2 HERE

An Illustrative Example

This aspect of the paper illustrates the chronology one should follow in developing a CAP with a special education emphasis. The student-diagnosed deficits approach is being used as discussed earlier in the paper.

Step I - Identify the Topic:

(a) Study very carefully the diagnostic profile to determine the skill deficits.
(b) Select a deficit and write it at the top of a sheet of paper. See Figure 3 for an example of a diagnostic profile of a pupil based on the Keymath.

INSERT FIGURE 3 HERE

(c) Based on the diagnostic profile, select the skill(s) in which the pupil is weak. Each skill deficit must be treated in a separate unit except where they are part of one specific task. For example, based on Figure 3, the pupil is having difficulty regrouping when adding. The title of the CAP becomes "Adding-Regrouping."

(d) Write the title at the top of a clean sheet of paper.

Step II - Task Analyze the Skill:

In this case the task is addition-regrouping. Addition-regrouping must be task analyzed. Figure 4 is an example of how addition-regrouping may be task analyzed.

INSERT FIGURE 4 HERE

Step III - Translate Tasks Into Behavioral Objectives:

Task one will be translated into a behavioral objective as an example.

Task One: Identify items, objects, things or people which belong in the same group.

Objective One: Match all of the items which belong in the same group.

Step IV - Develop Activity Alternatives and Reporting Alternatives:

The same task which was used in Step III will be used here.

Objective One: Match all of the items which belong in the same group.

Activity Alternatives - Complete three of these activities	Reporting Alternatives - Complete three of these activities
1. Circle all kitchen appliances.	1. Make a kitchen appliance poster.
2. Cut out things that grow on a tree.	2. Make a scrapbook centered around fruit.
3. Put an X on all items which belong in the living room.	3. Display on bulletin board pictures of things that are found in the living room.
4. Sort all of the items in a box into groups.	4. Display the arrangement of the items in the box on the teacher's desk.

Step V - List all of the Possible Resources:

The writers suggest that you place your resources for each objective immediately following activity alternatives and reporting alternatives according to category. An advantage of this is that you don't have to guess which materials contain appropriate materials for each objective. It also saves teachers the time required to search each resource for appropriate materials.

Objective One: Resources:

Teacher-made

a. worksheets
b. puzzles
c. tapes

Puzzles

Mix and match puzzles: animals and their young
Mix and match puzzles: colors
Mix and match puzzles: go together

Filmstrip

"Mathematics for Primary Grades"

Books

Shape Matching Strip Book
Exploring Arithmetic
Foundations for Mathematics - Unit One
Continental Press—Kit A
How Many?
Match Big Box

Step VI - List Small Group Activities:

The purposes of the small-group activities are to reinforce skills which have already been learned; to introduce new materials; and to help students develop solutions to problems with several possible solutions. The following is an example of a group activity:

In this activity, no more than three pupils should be involved.
One pupil will be designated as leader.
The leader holds a card up and the pupil who has the card which matches the card holds it up and receives one point if he can make a statement about the item, thing, etc.

Step VII - Construct a Test which Includes Items for All Behavioral Objectives:

A sample test item for objective one may be:

1. Circle the item to the right which goes with the item in the box to the left.

You may either construct one test for the pretest and posttest and one test for the self—test or three different tests. The most important reminder is to key the items to the behavioral objectives.

Step VIII - Construct a Recordkeeping Sheet:

You should include space for the number of each objective. Space should be provided for the date initiated, completed, and test score. This sheet can be attached to the IEP to document that the objectives were worked on. Figure 5 is an example of how this may be done. This figure is congruent with the tasks listed in the task analysis in Figure 4.

INSERT FIGURE 5 HERE

Step IX - Information Sheet

The top informational sheet should include the following:

1. The name of the CAP
2. The student's name and class
3. The objectives which have been assigned
4. The date the CAP should be completed
5. The date selected parts of the CAP should be completed
6. The student's signature
7. The parent's signature

Figure 6 is an example of a top informational sheet.

INSERT FIGURE 6 HERE

Step X

Once CAPs have been developed, you should put them in durable covers so that they may be used when needed. For example, once a child has been diagnosed and the specific deficits have been identified, the CAP for the particular skill should be pulled and based on the pupil's assessment the appropriate objectives and materials will be selected and the implementation phase of the IEP will be completed.

Using CAPs to Complete Individualized Implementation Plan (IIP)

The information contained in the CAP may be used to complete the Individualized Implementation Plan. The long range goal of the IIP is the title of the CAP. The short term behavioral objectives are the tasks which have been translated into behavioral objectives. The teacher copies the behavioral objectives directly from the CAP. The activities and materials following each objective are selected from the categorized materials following each objective according to the pupil's learning style. The self-test or items from the pretest may be used for evaluation or other evaluation tools selected by the teacher. Figure 7 is an illustrative example.

INSERT FIGURE 7 HERE

Compatibility of CAPs with IEPs

It becomes crystal clear that the advantages of CAPs closely resemble the rationale for IEPs. Individualized Educational Plans help educators to tailor their teaching procedures and strategies to the strengths and weaknesses of pupils. The advantages are also responsive to the objective of special education which is providing a free and appropriate education to all handicapped children in the least restrictive environment.

In terms of content, the CAP contains all of the information needed to complete the Individual Implementation Plan of the IEP. For example, the title

of the CAP is the long range objective while the objectives become the short term objectives. The materials below each objective are there for the materials section. The pretest, self-test, and posttest may be used for the evaluation section.

Using CAPs in the Instructional Process

Once the CAPs have been developed and have been used in the writing of the IIP, the teacher spells out the objectives the pupil is to work on by completing the appropriate spaces on the top informational sheet. The teacher then gives the pupil the CAP. The teacher should mark all of the activities the pupil is to do under the objectives he is to work on. Guidance and supervision must be provided. This will prevent the common pitfall of letting the pupil practice mistakes for prolonged periods of time by not checking the pupil's work; therefore, each activity must be checked by the teacher before letting the pupil move on to the next activity because immediate feedback is imperative.

It is suggested that a group session should be held with the pupils and parents, if possible, to explain the CAP concept and how it is to be implemented. The next step is to conduct a training session with the students on how to use CAPs. Topics which should be included are as follows:

1. Rules and regulations which must be followed in completing CAPs
2. The format of CAPs
3. How to locate sources delineated in the CAP

Final Comments

CAPs possess incalcuable potential for improving the delivery of services to all pupils. Contract Activity Packages (1) encourage the selection of materials according to the child's strengths and weaknesses; (2) decrease IEP writing time in the long run; (3) give teachers more preparation time and

(4) give teachers more teaching time.

CAPs may be developed and used to help pupils who have failed the minimum competency test. For example, what you would do is to take the competencies which have been developed and task analyze them. The tasks should then be translated into behavioral objectives and matched with appropriate materials. For those states which use competency tests to diagnose deficits to provide remediation, CAPs are most appropriate. For those states with small numbers failing the test, this method is most promising. Once this is done, the information can be placed on computers so that teachers may retrieve appropriate information and resources on each competency and assist students in the acquisition of the specific competency.

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FIGURE CAPTIONS

Figure 1. Approaches for Developing CAPs

Figure 2. CAP Construction Sequence and IEP Equivalent Tasks

Figure 3. A Sample Diagnostic Profile

Figure 4. A Sample Task Analysis of Addition-Regrouping

Figure 5. A Sample Record Keeping Form

Figure 6. A Sample Top Informational Sheet

Figure 7. A Sample IIP Developed from a CAP

STUDENT-DIAGNOSED DEFICITS APPROACH	TEST SKILLS-BASED APPROACH
1. Identify deficits of the pupil based on a criterion-referenced test--e.g. Keymath.	1. Identify the skills measured by a criterion-referenced test--e.g. Keymath.
2. Johnny's deficits based on the Keymath include: a. addition-regrouping b. addition-decimals c. addition-simple fractions d. mixed fractions	2. The skills measured by the Keymath include but are not limited to: a. numeration b. fractions c. geometry and symbols
3. The deficits become the title of the CAPS.	3. Task analyze each of the skills measured into the sub-skills measured by the test.
4. Task analyze each of the deficits.	4. Task analyze the subskills.
5. Any criterion-referenced test may be used. The Keymath is used as an illustration only.	5. Any criterion-referenced test may be used; Keymath is used as an illustration only.

Dun and Dunn's (1978) Steps	IEP Equivalent Tasks
1. Identify topic, skill or concept you want to teach.	1. Identify the skill, topic or concept by using data or skills assessed by diagnostic tests.
2. Write the topic, skill or concept at the top of a blank sheet of paper.	2. Write the topic, skill or concept at the top of a sheet of paper based on number one.
3. List the things about this topic students should learn	3. Task analyze the skill, concept or topic.
4. Translate the important items into behavioral objectives	4. Translate each task into a behavioral objective.
5. Design at least three or four activity alternatives for each behavioral objective.	5. List the activities for each objective which may be used.
6. Create pretest, selftest and posttest.	6. Evaluative Criteria—The pretest should eliminate tasks already mastered.
7. Create a reporting alternative for each of the activity alternatives designed.	7. Activities and materials - list ways students will share their project with others.
8. List all resources students may use to gain information required by the behavioral objective.	8. List materials by category after each objective - books, tapes, puzzles, games, etc.
9. Add at least two or three small group techniques.	9. Activities and materials--List small group activities.
10. Develop a test that is related to each of the behavioral objectives.	10. Evaluation--Develop a test which includes items to measure each objective.
11. Design an illustrative top cover.	11. No equivalent
12. Develop an informational top sheet.	12. Identification data; title, time frames, demographic data and parent and student's signature.

NAME _____ DATE _____ BIRTHDATE _____

SCHOOL _____ GRADE _____ TEACHER _____

Strengths	Grade Level	Weaknesses
Combination of small sets Simple addition	none	Regrouping (carrying) decimals, simple fractions mixed fractions
Simple subtraction	Removal of objects	Regrouping (borrowing) decimals, simple fractions, mixed fractions
Equivalent sets		Multiplication (one digit) regrouping (carrying) decimals and mixed fractions multiplication (two digit)
Equivalent subsets		Simple division one-digit divisor two-digit divisor fractions decimals
	Computation of facts	two computation problems, three computation problems, four computation problems
	Missing part of math sentence	two equations

1. Identify items, objects, things or people which belong in the same group.
2. Identify one-digit numerals.
3. Identify two-digit numerals to 20.
4. Identify two-digit numerals to 30.
5. Identify two-digit numerals to 40.
6. Identify two-digit numerals to 50.
7. Identify two-digit numerals to 70.
8. Identify two-digit numerals to 90.
9. Identify two-digit numerals to 99.
10. Copy and add three one-digit numbers which equal to less than 10.
11. Place value--ones.
12. Place value--tens and ones.
13. Place value--hundreds, tens and ones.
14. Place value--thousands, hundreds, tens and ones.
15. Adding ones and tens.
16. Adding tens to tens.
17. Adding tens to hundreds.
18. Two digit addends without renaming.
19. Hundreds, tens, ones--renaming ones.
20. Hundreds, tens, ones--renaming tens.
21. Hundreds, tens, ones--renaming tens and ones.
22. Thousands, hundreds, tens, ones--renaming.

OBJECTIVE	DATE INITIATED	DATE COMPLETED	COMMENTS
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			

ADDING - REGROUPING

Reginald Doe

Objectives Assigned

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

End of First Semester

Should be completed.

Objectives 1-3--First Six Weeks
Date Selected parts should be completed

Objectives 4-6--Second Six Weeks

7-10--Fourth Six Weeks

_____
Student's Signature

_____
Class and Period

_____
Parent's Signature

INDIVIDUAL EDUCATIONAL PLAN - PAGE 5

NAME: Reginald Doe
YEAR: 1979
TEACHER: Stewart

LONG RANGE GOAL: Addition--Regrouping

SHORT TERM BEHAVIORAL OBJECTIVES	DATE BEGUN	ACTIVITIES & MATERIALS USED	EVALUATION	
			DATE	RESULTS/COMMENTS
Given an assortment of objects, the pupil will match all of the items which belong in the same group with 80% accuracy.	9-79	Mix and Match puzzles: Animals and Their Young Puzzle: Colors Puzzle: Go Togethers Match Big Box Shape Matching Strip Book Exploring Arithmetic		Post test items--Items 1-15